

Textbook Alignment to the Utah Core – 1st Grade Mathematics

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvvendor.html.) Yes ☒ No ☐

Name of Company and Individual Conducting Alignment:
Coleman Educational Research

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 1st Grade Mathematics Core Curriculum

Title: Scott Foresman – Addison Wesley enVisionMATH, Grade One

ISBN#: 0-328-28177-8

Publisher: *Pearson*

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students will acquire number sense with whole numbers and fractions and perform operations with whole numbers.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: 100%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Represent and use whole numbers up to 100.				
a.	Count, read, and write whole numbers.	SE/TE: 3–6, 7–10, 11–14, 15–18, 19–22, 26, 39–42, 123–126, 275–278, 279–282, 283–286, 311–314, 315–318, 319–322, 323–326, 343–346, 351–354		

b.	Represent whole numbers using the number line, models, and number sentences.	SE/TE: 51–54, 55–58, 59–62, 63–66, 83–86, 87–90, 91–94, 95–98, 119–122, 127–130, 131–133, 263–266, 311–314, 315–318, 319–322, 323–326		
c.	Represent whole numbers greater than 10 in groups of tens and ones using objects, pictures, and expanded notation.	SE/TE: 263–266, 271–274, 283–286, 303–306, 307–310, 311–314, 315–318, 319–322, 323–326		
Objective 1.2: Identify simple relationships among whole numbers up to 100.				
a.	Compare and order sets of objects and numbers using the terms greater than, less than, and equal to when describing the comparisons.	SE/TE: 31–34, 35–38, 39–42, 43–46, 331–334, 335–337, 339–342, 343–346, 347–350, 351–354, 355–358		
b.	Make reasonable estimates of the quantitative difference between two sets of objects.	SE/TE: These pages can be used to develop this objective: 31–34, 83–86, 87–90, 91–94, 331–334, 403–406		
c.	Identify one more, one less, 10 more, and 10 less than a given number.	SE/TE: 331–334, 334B, 335–338, 338B		
d.	Identify numbers missing from a counting sequence.	SE/TE: 39–42, 275–278, 279–282, 335–336, 343–346, 351–354		

e.	Represent part-whole relationships using the number line.	SE/TE: This objective can be developed on these pages: 63-66, 67-70		
Objective 1.3: Model, describe, and illustrate the meanings of addition and subtraction and use these operations to solve problems.				
a.	Use a variety of models, including objects, length-based models, the number line and the ten frame to describe problem types (i.e., part-whole, combine, separate, compare).	SE/TE: 51–54, 55–58, 59–62, 63–66, 67–70, 75–78, 83–86, 87–90, 91–94, 95–98, 99–102, 103–106		
b.	Use the properties of addition (i.e., commutativity, associativity, identity element) and the mathematical relationship between addition and subtraction to solve problems.	SE/TE: 71–74, 107–110, 143–146, 175–178, 179–182, 183–186, 505–508, 517–520, 521–524, 525–528		
c.	Compute basic addition facts (up to $10 + 10$) and the related subtraction facts using strategies (e.g., $6 + 7 = (6 + 4) + 3 = 10 + 3 = 13$).	SE/TE: 143–146, 147–150, 151–154, 155–158, 159–162, 171–174, 175–178, 179–182, 481–484, 485–488, 489–492, 497–500, 501–504, 517–520, 521–524, 525–528, 529–532		
d.	Find the sum of three one-digit numbers.	SE/TE: 505–508, 508B		

STANDARD II: Students will identify and use number patterns and properties to describe and represent mathematical relationships.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: 100%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Recognize, describe, and represent patterns with more than one attribute.				
a.	Sort and classify objects using more than one attribute.	SE/TE: 199–202, 231–234, 235–238		
b.	Identify, create, and label repeating patterns using objects, pictures, and symbolic notation.	SE/TE: 243–246, 247–250, 251–254, 255–258		
c.	Identify, create, and label growing patterns using objects, pictures, and symbolic notation.	SE/TE: 257, 271–274, 275–278, 279–282, 291–294, 295–298		
d.	Use patterns to establish skip counting by twos, fives, and tens.	SE/TE: SE/TE: 271–274, 275–278, 279–282		
Objective 2.2: Recognize and represent mathematical relationships using symbols and use number sentences with operational symbols to solve problems.				
a.	Recognize that “=” indicates that the two sides of an equation are expressions of the same number.	SE/TE: 64–65, 96–97, 340–341		

b.	Recognize that “+” indicates the joining of sets and that “-” indicates the separation of sets.	SE/TE: 64–66, 67–70, 94–98, 99–102, 111–114, 163–166, 187–189, 533–536		
c.	Write and solve number sentences from problem situations involving addition and subtraction, using symbolic notation for the missing value (e.g., $\square + 4 = 7$).	SE/TE: These pages can be used to develop this objective: 68–70, 99–102, 104–106, 112–114, 163–165, 187–189, 493–496, 533–536		
d.	Create problem situations from given number sentences involving addition and subtraction.	SE/TE: 102, 154, 158, 166, 174, 178, 496, 504, 520, 536		
STANDARD III: Students will understand simple geometry and measurement concepts as well as collect, represent, and draw conclusions from data.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: 100%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Identify, describe, and create simple geometric figures.				
a.	Name, create, and sort geometric plane figures (i.e., circle, triangle, rectangle, square, trapezoid, rhombus, parallelogram, hexagon).	SE/TE: 195–198, 199–202, 203–206, 207–210, 215–218, 219–221, 223–226		

b.	Identify geometric plane and solid figures (i.e., circle, triangle, rectangle, square, trapezoid, hexagon, rhombus, parallelogram, cube, sphere, cone) in the students' environment.	SE/TE: 193, 195, 197, 198, 227–230, 231–233, 238		
c.	Compose and decompose plane and solid figures (e.g., make two triangles from a square) and describe the part-whole relationships, the attributes of the figures, and how they are different and similar.	SE/TE: 199–202, 203–206, 207–210, 219–222, 223–226, 231–234, 235–238, 589–591		
Objective 3.2: Identify measurable attributes of objects and units of measurement, and use appropriate techniques and tools to determine measurements.				
a.	Identify the appropriate tools for measuring length, weight, capacity, temperature, and time.	SE/TE: 408–409, 412–413, 424–425, 428–429, 432–433, 436–437, 440–441, 453–456		
b.	Measure the length of an object using nonstandard units and count the units using groups of tens and ones.	SE/TE: 399–402, 402B, 403–406		
c.	Identify the value of a penny, nickel, dime, quarter, and dollar, and determine the value of a set of the same coins that total 25¢ or less (e.g., a set of 5 nickels equals 25¢).	SE/TE: 367–370, 371–374, 375–378, 379–382		
d.	Tell time to the hour and half-hour.	SE/TE: 453–456, 457–460, 461–464		
e.	Name the months of the year and seasons in order, and use a calendar to determine the day of the week and date.	SE/TE: 469–472, 472B		

Objective 3.3: Collect, organize, and represent simple data.				
a.	Collect and represent data using tables, tally marks, pictographs, and bar graphs.	SE/TE: 557–560, 561–564, 565–568, 569–572, 577–578		
b.	Describe and interpret data.	SE/TE: 541–544, 545–548, 549–552, 558–560, 565, 567–568, 569–572, 577–578		